# Twelfth Grade ELA CCGPS Frameworks - Unit 1

## Framework Title

## Analyzing Morality: What is Good? What is Evil?

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## Grade Level

Grade 12

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## Course

British Literature

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## Approximate Duration

9 weeks

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## Overview of the unit

For this unit students will read appropriate grade level literary and informational texts to develop an understanding of the concept of good and evil and analyze the changing representations of morality throughout British literature. Using textual evidence from the suggested extended and shorter literary texts, and other grade-level appropriate informational texts, students will define the characteristics of good and evil, analyze its representation in multiple media through in-class observations and independent investigations/research, and produce writing arguing as to how the perception of morality (good and evil) changes or is adapted over time/culture/context.

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**Priority Standards:**

**ELACC11-12RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**ELACC11-12RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**ELACC11-12RL2:** Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**ELACC11-12RI2:** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**ELACC11-12RL4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**ELACC11-12RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**ELACC11-12RL10:** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.

**ELACC11-12RI10:** By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band independently and proficiently.

**ELACC11-12W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims,

reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge

level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between

claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

**ELACC11-12W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in

standards 1–3 above.)

**ELACC11-12W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts

from the same period treat similar themes or topics”).

b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S.

Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]”).

**ELACC11-12W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**ELACC11-12L6**: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**ELACC11-12SL1:** Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**ELACC11-12SL6**: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

## Learning Targets - I Can Statements

**ELACC11-12RL1:** I can cite strong and thorough textual evidence to support analysis of what the text says explicitly. I can make inferences from the text including when the text leaves matters uncertain.

**ELACC11-12RL2:** I can determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**ELACC11-12RL4:** I can determine the meaning of words and phrases as they are used in the text.

**ELACC11-12RL4:** I can determine figurative and connotative meanings of words in text.

**ELACC11-12RL4:** I can analyze the impact of specific word choices on meaning and tone.

**ELACC11-12RL4:** I can analyze the impact of words with multiple meanings or language that is particularly fresh, engaging, or beautiful on meaning and tone.

**ELACC11-12RI1:** I can cite strong and thorough textual evidence to support analysis of what the text says explicitly.I can make inferences from the text including when the text leaves matters uncertain.

**ELACC11-12RI4:** I can determine the meaning or words and phrases as they are used in a text, including figurative, connotative, and technical meanings. I can analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**ELACC11-12W1:**I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**ELACC11-12W1:** I can introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

**ELACC11-12W1:** I can develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

**ELACC11-12W1:** I can use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**ELACC11-12W1:** I can establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**ELACC11-12W1:** I can provide a concluding statement or section that follows from and supports the argument presented.

**ELACC11-12W4:** I can produce clear and coherent writing in which the develop, organization, and style are appropriate to task, purpose, and audience.

**ELACC11-12W9:** I can draw evidence from literary or informational texts to support my analysis, reflection, and research.

**ELACC11-12W10:** I can write routinely over extended time frames - I can write for research, reflection, and revision.

**ELACC11-12W10:** I can write routinely over shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**ELACC11-12SL6**: I can adapt speech to a variety of contexts and tasks.

**ELACC11-12SL6**: I can demonstrate a command of formal English when indicated or appropriate.

**ELACC11-12L6:** I can gather gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**ELACC11-12L6:** I can accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level.

**ELACC11-12SL1:** I can come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**ELACC11-12SL1:** I can propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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## Summative (Performance-based) Assessment(s)

We have provided two examples for summative assessments based on our selected theme. Should you choose to use a different theme than the one provided in this sample unit (Analyzing Morality: What is Good, What is Evil?) then you would need to adapt or create your own summative assessments.

**Option for Argumentative Essay:**

*“Man's destructive hand spares nothing that lives; he kills to feed himself, he kills to clothe himself, he kills to adorn himself, he kills to attack, he kills to defend himself, he kills to instruct himself, he kills to amuse himself, he kills for the sake of killing. Proud and terrible king, he wants everything and nothing resists him... from the lamb he tears its guts and makes his harp resound... from the wolf his most deadly tooth to polish his pretty works of art; from the elephant his tusks to make a toy for his child - his table is covered with corpses... And who [in this general carnage] will exterminate him who exterminates all others? Himself. It is man who is charged with the slaughter of man... So it is accomplished... the great law of the violent destruction of living creatures. The whole earth, perpetually steeped in blood, is nothing but a vast altar upon which all that is living must be sacrificed without end, without measure, without pause, until the consummation of things, until evil is extinct, until the death of death. - Josef de Maistre*

Carefully read the excerpt from Maistre, paying close attention to the juxtaposition of man’s actions and man’s creations. After reading and analyzing (selected text) and the excerpt above, formulate an argumentative claim as to whether man, as he is embodied in your texts, is more symbolic of good or evil. Be sure to support your position, and address counterclaims, with evidence from the texts. Include evidence from extended text, at least one informational text, and one other text (literary, information, or visual).

**Option for Argumentative Speech/Multimedia Presentation:**

*“And this is the forbidden truth, the unspeakable taboo - that evil is not always repellent but frequently attractive; that it has the power to make of us not simply victims, as nature and accident do, but active accomplices.” -Joyce Carol Oates*

Which do you believe is more to blame for the corruption of man - man’s own weakness and poor exercise of free-will or the natural seductive power of evil? After researching literary and informational texts on the representations and accounts of the corruption of man, write a speech that argues your position on which is accountable - man’s nature or evil’s nature. Support your position with evidence from your research. Be sure to acknowledge competing views. Give examples from past or current events or issues to illustrate and clarify your position.

**Learning Progressions**

A learning progression is a carefully sequenced set of building blocks that students must master en route to mastering a more distant curricular aim. These building blocks consist of subskills and bodies of enabling knowledge. **This unit is designed to facilitate teacher flexibility and to allow teachers the opportunity to insert their own texts and instructional plans.** Within the unit are learning progressions for each of the priority standards.

1. To develop a lesson on a specific text, select a starting point based on the

readiness level for your students in each of the standards you wish to address.

2. Then select a grade-level appropriate text, either from the suggested list or another suitable text to effectively incorporate the theme of the unit.

3. Next, create a lesson plan blend

**Learning Progression ELA 11-12 RI1 and RL1**

**Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain.**

**Key Action Verbs:** Cite, Determine

**Supporting Standard:** RL4/RI4, RL7/RI7, RL10/RI10,W1, W2, W4, W5, W9, W10, SL1, L1, L2, L6

*\*Note: This progression integrates well with RI4 and L6 close reading activities. Often the same text can be used.*

*\*\* This progression can be replicated as needed, substituting for various areas of focus. For example, students could be tasked with determining rhetorical devices used by the author for argument. Also, the complexity level of the text selected will increase as students finesse close reading skills.*

**Step 1:** Prior to selecting the text, the teacher will determine the focus of the lesson or which literary element will be used for the lesson. For example, students could be determining the controlling idea or theme, tone, or even rhetorical devices used to develop an argument. The focus is not limited because the purpose of the standard is citing textual evidence. The following progression uses controlling idea as the focus to avoid confusion.

Using a short grade-level-appropriate informational/literary text, the teacher will read the selection aloud and ask students to determine what they think the controlling idea is for this selection. Then the teacher will lead students as they identify key terms and phrases that support the controlling idea they have selected. Students will mark the text as instructed. For example, students may be asked to underline the controlling idea of the selection and circle the supporting evidence; to place a question mark beside ideas that they consider confusing; etc.

**DA** - Assessment: Teacher will evaluate notations on text for understanding.

**Step 2**: Using grade-level-appropriate informational/literary text, students will work in pairs, reading the text silently and then identifying the controlling idea and highlighting or annotating supporting textual evidence that supports their determination. Students will share in open discussion their examples of textual evidence identified for support.

**FA** - Assessment: Teacher will evaluate students’ understanding as provided in open discussion. Struggling students will be noted.

**Step 3:**  Struggling students will be paired and the teacher will work with these pairs throughout step 3 leading them to independence and other students will work independently. Using grade-level-appropriate informational/literary text, all students will read silently. Using annotating skills, students will underline the controlling idea and highlight sentences that support their selection. Students will note sentences that they consider important, sentences they have questions about and need further clarification. Then the student will use a graphic organizer to record the controlling idea and supporting explicit textual evidence. The student will identify information that can be inferred from the text and cite evidence that supports the inference. In small groups, the students will share identified supporting text and invoke peer evaluation.

**FA** - Assessment: The teacher will evaluate the graphic organizer and monitor small group discussions.

**Step 4:** Using grade-level-appropriate informational/literary text, students will work independently. All students will read silently, annotating the controlling idea and supporting evidence. The student will write a paragraph justifying the analysis with textual evidence including the relationship between the evidence selected and the purpose of the paragraph.

**SA or FA** - Assessment: The teacher will evaluate the paragraph.

**Learning Progression: ELA 11-12 RI2 and RL2**

**Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.**

**Key Action Verbs:** determine, analyze, provide

**Supporting Standard:** RL1/RI1, RL3/RI3, RL10/RI10, W1, W2, W4, W5, W9, W10, SL1, SL2,

*\*Note:**This learning progression is meant to be a teacher guidance document created to help teachers to unpack and teach common core standards. The focus is on the verbs of the standard as well as on the progression of learning which leads students to mastery. Teachers are free to use any literary text which is appropriate in both Lexile level and content.*

**Step 1:**

Teacher provides students with grade-level-appropriate literary/informational text. Teacher models a close read of the text to determine theme/main idea. Teacher will model ways to discover theme/main idea by asking leading questions during the close read. Students will highlight passages/words contributing to theme/main idea.

Once the class has determined one theme/main idea, then students will be placed in pairs to re-read selection to determine a second possible theme/main idea. Student pairs will complete a graphic organizer or thinking map presenting the second theme and the supporting textual evidence. Students will turn in graphic organizers as a ticket out the door. The link below contains various graphic organizers which may be used for this activity.

**DA** - Teacher will determine by looking at the graphic organizers which students need help in determining theme/main idea and will work with them in a small group or in pairs with more guided practice.

**Step 2:**

Teacher will model the process of close reading to determine/analyze how themes/main ideas are developed by following the development of one of the themes/main ideas from the text. Students will then return to pairs to delineate the development of the second theme/main idea. As students work in pairs, the teacher will work with struggling students in small groups. After minimal instruction/facilitation, teacher moves these students into ongoing pair activity.

**Step 3**:

Teacher will present a short video clip of appropriate content and rigor to continue instruction on this standard. Students will be given an appropriate graphic organizer or thinking map and will, after two viewings of video clip, work with a partner to determine two themes and tell how they know that these are the themes. Using the graphic organizer, they will work in pairs to discuss and analyze how the author/videographer develops these themes. The link below contains various graphic organizers which may be used for this activity.

**FA** - Teacher monitors/ facilitates and assessment student comprehension by reviewing graphic organizer.

**Step 4:**

After having read the graphic organizers from yesterday, the teacher reteaches as needed before giving out the same piece of text from Learning Progression 1 and 2. Teacher will model how to determine the interaction of themes/main ideas to create text complexity. Students will highlight specific passages where theme/main idea interact and will write a short explanation of how this interaction complicates the text. The teacher will model this by using the Smart Board and going through the highlighting process as well as the written explanation with students on the first part of the text.

**Step 5:**

Students will work in pairs to complete the process begun yesterday as a whole class learning activity.

Students (in pairs) will highlight pacific passages in the text where themes interact and will write a short explanation of how this interaction complicates the text.

**FA** -Teacher will monitor and facilitate and assess progression through reviewing student writing. Reteach or scaffold as necessary for students to achieve mastery.

**Step 6:**

Teacher will briefly review standard and will give students a new text. In pairs, students will determine at least two themes and will cite evidence from the text indicating chosen themes. In addition, students will work in pairs to to analyze the development of these themes/main ideas by highlighting passages and annotating the evidence from the text. In pairs, students will then determine how these themes/main ideas interact and build on each other to create text complexity. They will use the model from Learning Progressions 1 and 2 as a guide and exemplar for this activity.

**Step 7:**

**FA** -Students will work independently to answer questions in the PARCC format which cover this standard. Teacher will reteach as indicated by assessments.

**Step 8:**

Using any text from this series, teacher will model close reading for objective summary. Teacher will provide exemplars of passages and objective summaries. Students will practice several times in pairs. Teacher will monitor and facilitate.

**Step 9**:

**SA or FA** - Students will be given a new text and will be given an index card. Individually, students will read the text and construct an objective summary of the passage.

**Learning Progression ELA 11-12 RI4**

**Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**

**Key Action Verbs:** Determine, Analyze

**Supporting Standard:** RL1/RI1, RL3/RI3, RL10/RI10, W1, W2, SL1, SL3, L3, L4, L6

**Step 1**

The teacher will select a grade level appropriate informational text and pre-read the text to select a list of keywords and phrases keeping in mind that these words will be used later to determine the impact on meaning and tone. Teacher reads aloud a grade-level-appropriate informational text and models close reading techniques identifying context clues to determine the figurative/connotative/technical meaning of the pre-selected keywords and phrases. Students follow along and highlight a personal copy of the text.

**DA** - Assessment: Teacher monitors student annotations for clarity.

**Step 2**

The teacher will select a new grade level appropriate informational text and pre-read the text keeping in mind to choose one with analogies and/or allusions, as this text will be used later to determine the impact of specific word choice including analogies and allusions on meaning/tone. Working in pairs, students read a new grade-level-appropriate informational text with keywords and phrases (figurative/connotative/technical) highlighted. Have students determine the meanings of the highlighted words and phrases including figurative/connotative/technical meanings using context clues. The students will use a graphic organizer or thinking maps to explain their definitions and cite context supporting the definition. Teacher monitors and facilitates as needed.

**FA** - Assessment: The teacher will evaluate the graphic organizer or thinking maps for definitions and context cited.

**Step 3**

Working independently, students read a new shorter grade-level-appropriate informational text with keywords and phrases (figurative/connotative/technical) highlighted.

Have students determine the meanings of the highlighted words and phrases including figurative/connotative/technical meanings using context clues. The students will use a graphic organizer or thinking maps to explain their definitions and cite context supporting the definition. Teacher monitors and facilitates as needed.

**FA** - Assessment: The teacher will evaluate the graphic organizer or thinking maps for definitions and context cited.

**Step 4**

Struggling students will receive a text with highlighted words and phrases. The teacher will support these students leading them into the following independent work. All other students, working independently, will read a new grade-level-appropriate informational text without highlighted words or phrases.

Have students highlight words and phrases they do not understand including figurative/connotative/technical meanings. Then have students determine the meanings of the words and phrases they do not understand including figurative/connotative/technical meanings using context clues. The students will use a graphic organizer or thinking maps to explain their definitions and cite context supporting the definition. Teacher monitors and facilitates as needed.

**FA** - Assessment:Teacher will evaluate definitions and context cited.

**Step 5**

The teacher will determine the focus or which literary element will be used for the this next step. For example, students could be determining the controlling idea or theme, tone, or even rhetorical devices used to develop an argument. The focus is not limited because the purpose of the standard is determining the impact of word choice on meaning or tone. The following step uses meaning/tone as the focus to avoid confusion. Using annotated text from **Step 1**, the teacher will read the text aloud again and lead the students in determining the meaning/tone of the selection by conducting whole class discussion. The various determinations about meaning/tone generated by the students will be used for determining small group populations. (For example, a 4-corner activity would work well here.)

Then in small groups, students should look at the highlighted words and phrases and determine the impact these words have on the meaning/tone. They should discuss how these words help the author create the tone and write the word with a sentence describing the impact. Each group will share this discussion with the class.

**FA** - Teacher will monitor small group discussions and evaluate the group’s written support. Students will be asked to identify the tone of the selection, key words that contribute to the determined tone, and provide an explanation identifying the overall impact of those words.

**Step 6**

After reviewing the **FA** from **Step 5,** teacher will work with students who are still struggling in small groups and guide them through the analysis process. They will then join their peers in working independently.

Working in pairs or small groups, the students will revisit and analyze the piece from **Step 2**, using their notes and the graphic organizer to determine the central meaning/tone of the piece and to discuss how the words impacted the meaning/tone, writing a short explanation of their analysis.

The teacher will then pull students back into whole class instruction and model the identification of analogies and allusions that appear in the annotated text. Students will follow along, highlighting and annotating their text for further use.

Students will return to their small groups/pairs and work to determine the impact that the teacher identified analogies and allusions have on the meaning/tone of the text. Students should discuss this in their group, and then provide an explanation of how these analogies and allusions contribute to the determined tone, and provide an explanation identifying the overall impact of those analogies/allusions. Students should cite specific evidence from the annotated text to back up this assertion.

**FA** - Assessment: Teacher will evaluate student group/pair explanations.

**Step 7**

After reviewing the **FA** from **Step 6,** teacher will work with students who are still struggling in small groups and guide them through the analysis process. They will then work independently.

Working independently students will be provided with a new grade level appropriate informational text to engage in close reading and determine words/phrases/analogies/allusions that impact the meaning/tone.

Students will highlight/annotate the selection as needed.

**FA** - Using the annotation, students will write a short constructed response answering: “How do the words and phrases selected by the author impact the development of meaning/tone throughout the selection?” Students should cite textual evidence to support their claims.

**Learning Progression ELA 11-12 RL4**

**Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)**

**Key Action Verbs:** Determine, Analyze

**Supporting Standard:** RL1/RI1, RL7RI7, W10, L1,L2,SL1,SL3

**Step 1**

The teacher reads aloud a grade-level-appropriate literary text and models close reading techniques by identifying context clues to determine word meaning as students follow along with a personal copy of the text for annotation. Students will define academic words and phrases in context focusing on words with multiple meanings, figurative language and connotative meanings of words. Students will determine the influence of these words and phrases on the author’s tone and purpose.

**DA** - Assessment: Teacher monitors student annotations for clarity.

**Step 2**

Working in pairs, students read a new grade-level-appropriate literary text provided by the teacher that has key words and phrases (focusing on figurative language) highlighted throughout the first 1-3 paragraphs of the text. Students will determine the meanings of the highlighted words and phrases and explore the connotative emphasis for the words selected. Pairs will share their determinations in open discussion. Still working in pairs, the students will continue through the selection highlighting examples of key words and phrases including figurative language. The students will use a graphic organizer or thinking map to explain their definitions and cite context supporting their determinations. Teacher monitors and facilitates.

**FA** - Assessment: The teacher will evaluate the graphic organizer or thinking maps for definitions and context cited.

**Step 3**

Students that are struggling with recognizing figurative language, the intended meaning of words that have multiple meanings, and/or the connotative meaning of the word will work in small group with the teacher finessing their skills so they will be better equipped to engage in the following activity. Using the same text and organizer from Step 2 and working in pairs, students will explore words and phrases with similar or opposite meanings from the key words and phrases selected. Using the text, the student will substitute the explored words and phrases with different meanings from those that were intended by the author. The students will silently re-read the text with the substitutions noting the changes in purpose and tone. In open discussion, pairs will share examples of modified text and the resulting change in purpose and tone.

**FA** - With a ticket out the door, each student will explain in 2-3 complete sentences the overall resulting change in purpose and tone.

**Step 4**

Working independently, students read a new grade-level-appropriate literary text. Students will select key words and phrases focusing on words with multiple meanings and figurative language. Using a graphic organizer or thinking map, students will identify the key word or phrase, the explicit or suggested meaning, the context used to determine the meaning intended, and finally, the impact the selected word or phrase had on the development of the purpose and tone of the text. In open discussion, students will share their determinations. Then the student will write a short constructed response relating how the author’s choice of words influenced the tone and meaning of the text. Teacher monitors and facilitates.

**SA or FA** - Assessment: The teacher will evaluate the constructed response.

**Learning Progression: Standard ELACC11-12W1**

**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

**Key Action Verbs:** write, support, analyze, develop, provide

**Supporting Standards:** W4, W5, RL1/RI1, RL5/RI5, RL6/RI6

\*Note: View additional resources for this Learning Progression in the Appendix. This standard is complex and requires multiple steps to complete all elements. The focus of this Learning Progression is the verbs of the standard as they relate to the Common Core and PARCC Assessments.

**Step 1:**

Teacher will discuss and review the elements of argument including but not limited to discussion/review of claim and valid reasoning with sufficient evidence. Discuss the vocabulary of argument/persuasion. This should be a brief review as the writing focus of the eleventh grade is argument.

**Step 2:**

Teacher will show multiple examples of exemplar arguments from a variety of sources in current media, video, informational, and literary texts. Teacher will model for students (possibly using the Smart Board or Document Camera) how to determine the claim, find the textual support and discuss the reasoning/logic given to support the claim(s). In addition, teacher will model the discovery of biases, coherence, and counterclaims.

In pairs, have students complete a graphic organizer (using a new piece of argumentative text) determining claim, analysis, and textual support, and the reasoning the author used in supporting his/her claim. Students will evaluate counterclaims, evidence, biases, relevance, and coherence.

Teacher monitors and facilitates.

**DA** - evaluation of graphic organizer

**Step 3:**

In this step, determine whether more practice is needed. If so, provide more practice with a new piece of text and either a thinking map or graphic organizer for more analysis. Allow students to continue to work in pairs. Teacher monitors and facilitates.

If students do not need more practice, then move on to your prompt. Teacher will need to create (or find) an excellent prompt which is rigorous and requires students to use research to support and/or refute claims they wish to argue.

Provide the students with a graphic organizer or thinking map to support/facilitate their research and the discovery and organization of their evidence. During this step, students will really need to work alone or with a partner as each student will need to provide evidence which supports his/her personal claim(s).

Teacher monitors and facilitates.

**FA** - Students will turn in graphic organizers/thinking maps. Teacher will assess relevance/logic of evidence and claim as well as the counterclaim. Teacher will work with struggling students in pairs or small groups before continuing with the next step.

**Step 4:**

At this point, students should be given the assessment rubric. This rubric should include the elements of the standard and PARCC Assessment evidences. Teacher will discuss the rubric and will model assessing an exemplar model by using the rubric. In pairs, students will use the rubric to assess a new argument. This one, however, should not be an exemplar; it should include some biases and/or other errors.

**FA** - Teacher will take up student rubrics and assess student understanding.

**Step 5:**

Once students have completed graphic organizers and research to support their argument, they are ready to begin drafting the argument essay. In this step students will use exemplars as models and will utilize their research to compose the first draft of the essay. In this step, the teacher may choose to model the drafting/composing process on the Smart Board using personal research and his/her personal graphic organizer.

As students work on composing the rough draft, the teacher will monitor and facilitate. After the beginning of the drafting process, the teacher will provide the assessment rubric so that in pairs, students may peer review each other’s papers looking for claim, counterclaim, relevance, evidence, coherence, and biases.

**FA** - Teacher monitors and facilitates.

**Step 6:**

At this point, once again review the entire standard. Alert students to the terminology of the standard and discuss the clarity of language as well as knowledge of language and conventions.

**FA** - As they produce a valid argument essay, be sure that they include counterargument and that they remain aware of their audience as they write.

**Step 7:**

During this step students will complete the rough draft and will revise to ensure that language conventions have been followed and that they have maintained a formal style and objective tone throughout the piece. During this step, students will be sure to “provide a concluding statement or section that follows from and supports the argument presented.”

The teacher may wish to provide students with a revision checklist for this step, or teacher may opt to provide the revision checklist and allow students to peer edit in pairs.

**FA** - Teacher monitors and facilitates.

**Step 8:**

At this point, students will be instructed as to the type of final draft the teacher wishes for them to complete. The teacher may decided that students should type the papers and turn in hard copies, or he/she may ask students to type the papers to post in a digital format.

**Step 9:**

**SA** - Students compose and turn in the final draft. Teacher will assess as per rubric.

\*\*Note:This learning progression is intended as a model, and as such may be modified as necessary for the individual needs of the teacher and his/her students. Some students may need much less instruction while others may require much more scaffolding to achieve mastery.

\*\*\*Note: In addition, teachers may wish to use multiple media sources to activate interest, provide examples, and in general, make this progression more fun and interesting for students.

**Learning Progression: ELACC11-12SL1**:

**Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.**

**b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.**

**Key Action Verbs:** Initiate, Participate

**Supporting Standard: L1, L5,**

**Step 1:**

Teacher will randomly assign students to groups and ask them to discuss a topic. After five minutes they will be asked to present their findings.

**DA** - Teacher will lead a discussion asking students: What were the negative and positive aspects of the discussion? Who is responsible for keeping a discussion focused? How is the information from a discussion recorded? How can the standards of the discussion be determined? Who makes sure time is used wisely?

Teacher will then identify student roles in discussion and project development.

Leader, recorder, timekeeper, and spokesperson – these are some common roles – see link for more details

<http://serc.carleton.edu/introgeo/cooperative/roles.html>

**Step 2**

Teacher will randomly assign students to groups and then randomly assign roles.

Students will be given a discussion topic and five minutes to discuss the topic. Then they will be asked to present their findings.

**SA** - Teacher will lead a discussion on the differences between the discussion in part 1 and the discussion in step 2.

**Step 3**

Students will summarize discussion protocols in note format and use notes to facilitate the discussion.

Teacher will ask students to work in a group, with randomly assigned roles to develop elements that are important to a successful discussion or group project.

**SA** - Assessment: Students will share their ideas in the large group and create a master list on the board.

Teacher will then present research based protocols.

<http://serc.carleton.edu/introgeo/cooperative/whatis.html>

**Step 4:**

Teacher will assign a discussion topic – based on one of the informational readings.

Students will be placed in random groups and assigned random roles.

In a fishbowl setting one group will model the discussion for 5 minutes. Teacher will offer commentary to facilitate understanding of roles.

Students will then break into groups and continue the discussion with teacher facilitating.

**SA** - Assessment: Teacher will monitor discussions.

**Step 5:**

Students will be assigned to the same groups as in Step 4, but given different roles.

Each group will be assigned a different question to discuss, based on a previous class reading.

Groups will discuss the topic and present their findings.

**Step 6:**

**SA -** Students will evaluate the various types of discussions and the impact of roles on cooperative learning in a written reflection.

**Learning Progression: ELACC11-12SL6:**

**Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)**

**Key Action Verbs:** Adapt, Demonstrate

**Supporting Standards:** RL1/RI1, RL4/RI4, RL5/RI5, L5, SL4, SL5, SL6, W2

**Step 1:**

Teacher will identify the Registers of Language and Levels of Abstraction in Language with students in whole group. Instructor will cover Registers of Language:

1. **Static (unchanging)**
2. **Formal(impersonal and formal)**
3. **Consultative (professional discourse/situational protocols)**
4. **Casual (appropriate in peer groups)**
5. **Intimate (close families and friends)**

Students will need to have this information available to them for reference later - either through note taking or providing students with it. Teacher can stress the importance of language registers and demonstrating the ability to use appropriate English in context with students, and that this skill will need to be used throughout the semester.

\*Note: Instructors can stress this to students visually and through technology integration by showing the Taylor Mali poem at http://vimeo.com/3829682.

As a whole class group, teacher will lead students in reading or viewing examples of speakers in each of the registers of language. Teacher should utilize a variety of examples - text, audio and video.

As a whole group, class will identify which register they believe the example falls under, analyzing and citing specific evidence from the example to explain why they assigned the classification, and notate these examples for guidance later in individual graphic organizers.

\*\* Note - For this lesson to be successful, it is important that students understand and can carry out the rhetorical strategies of analyzing audience and setting

**DA** - Teacher will assess students by examining graphic organizers and guiding struggling students as needed.

**Step 2:**

Adapt speech to a variety of contexts. Teacher should discuss with students that skipping too many registers at once in public speaking is inappropriate, and that successful individuals primarily use registers 2 and 3. Students will review their notes and graphic organizer on registers from Step 1 if needed.

To illustrate this, students should evaluate the level of appropriateness that would be present if they switch the registers in each example from Step 1. In small groups or pairs, students should adopt the role of the speaker in each example, explain the situation/setting to other students in the group, and deliver the speech in a different language register. Students will take turns analyzing the level of appropriateness of the language being used by each member of their group, and write a response detailing their reasoning for the level assigned.

\* Note - For this lesson to be successful, it is important that students understand and can carry out the rhetorical strategies of analyzing audience and setting

**SA** - Teacher will assess students ability to adapt speech to a variety of context by observing groups and by checking students’ writing responses detailing their reasoning.

**Step 3:**

Adapt speech to a variety of contexts, demonstrate command of formal English when appropriate. Throughout the course of the lesson or class, teacher will assign students multiple small and large presentations in the form of research projects, speeches, etc. These should not be ‘one day presentations’ where students stand in front of the class, speak, and receive a grade. Students will be given the opportunity compose these assignments as written documents and should:

* communicate with classmates throughout the process for revision
* individually present their work/presentation to the whole class group
  + receive feedback on these presentations AND assess other’s presentation for appropriate language use
  + provide other students (and be provided with) written feedback on how to improve their language/speech by citing specific examples from their presentations
  + be given to opportunity to revise/redo and represent, working towards increasing the appropriateness and formality of their language.

**FA** **or SA** - Teachers will assess students at multiple points in the process by observing, giving written and verbal feedback of presentations and of students’ feedback to each other. There are multiple points within these steps for formative and summative assessments.

\*Note: This would be an opportunity for students to incorporate digital media in their presentation and should be encouraged to do so.

**Learning Progression ELA11-12 L6**

**Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

**Key Action Verbs:** Acquire, Use, Demonstrate the ability to gather

**Supporting Standard:** RL4/RI4, RL10/RI10, W6, SL1, SL2, SL4, SL5, L3, L4

\*Note: L6 will work nicely in lessons that RL4 and RI4 are being addressed in as well.

Teachers should note the three tiers of vocabulary, and that L6 asks students to acquire, use and demonstrate the ability to gathering knowledge with Tier 2 and Tier 3 words.

* **Tier 1:** Words acquired through everyday speech.
* **Tier 2:** Academic words that are generally abstract, and appear across all types of text and content areas.
* **Tier 3:** Domain and content specific words.

L6 **requires teachers to conduct pre-planning in the form of reading the texts they will be using to determine the content and text specific Tier 2 and Tier 3 vocabulary they will be addressing. There is not a predetermined, generic list of vocabulary for teachers to address.** Within the lesson teachers can give students the opportunity to identify unfamiliar academic vocabulary on their own and have them gather knowledge to aid in comprehension of the text , but the instructor should still have determined specific words for students to focus on at the college-career readiness level.

**Step 1:**

Acquire academic vocabulary. Provide students with, and explain, academic language that is deemed essential to basic comprehension of a text or skill being used (Tier 3). Read the selected text (literary/informational) together with students, and highlight/annotate the text by identifying these vocabulary words and noting their meaning. Model this identification with students as a whole group; have students evaluate how important these words are to the comprehension of the text based on their frequency or placement in the annotated text.

\*Using the *Find* tool in Word or within an internet browser is a quick way to highlight and find the words being explained, provides a quick visual for students to see the frequency, and integrates technology use within the standard.

Teacher models where to find the academic vocabulary and how to annotate it. Once students evaluate the importance of these words, teacher should make clear to students the expectation that they will need to use the words in verbal and written discussion of the text.

**Step 2:**

Acquire academic vocabulary; demonstrate ability to gather knowledge. Have students read the selected text (literary/informational) in small groups or pairs. Students should identify academic words of significance within the text\*, and collaborate as a whole group to create a class word wall or visual thesaurus\*\*.

**\***Students can identify words of significance based on placement within text structure, frequency, or using tools such as Woordle, VocabGrabber, instagrok, WordSift.

\*\*Students can create a word wall or visual thesaurus as a physical display in the classroom or digitally if resources allow. Tools such as Visual Thesaurus, NinjaWords, VocabGrabber, instagrok, WordSift, and WallWisher allow students to gather knowledge about self/group identified significant academic vocabulary and acquire the vocabulary through collaborative design.

**FA** - Teacher monitors students and evaluates pair/group identified academic vocabulary for significance (ongoing formative, redirect as needed).

**FA** - Teacher monitors and evaluates accuracy of meaning provided by students of pair/group academic words (ongoing formative, redirect as needed).

**Step 3:**

Accurately use academic vocabulary; demonstrate ability to gather knowledge. Have students read the selected text (literary/informational) individually. Students should identify academic words of significance within the text\*, and create individual word walls/visual thesaurus, graphic organizers or flash cards\*\*.

**FA**- If students have not yet mastered Step 2, allow them to work together in groups with teacher leading and intervening - then moving on to Step 3 independently.

**\***Students can identify words of significance based on placement within text structure, frequency, or using tools such as Wordle, VocabGrabber, instagrok, WordSift

\*\*Students can create a word wall or visual thesaurus as a physical display in the classroom or digitally if resources allow. Tools such as Visual Thesaurus, NinjaWords, VocabGrabber, instagrok, WordSift, and WallWisher allow students to gather knowledge about self/group identified significant academic vocabulary and acquire the vocabulary through collaborative design.

**Step 4:**

Accurately use general, academic, and domain-specific words and phrases. Students will use academic language identified and gathered in Steps 1-3 in independently created works.

* Students should consistently use teacher/whole group identified academic language consistently and correctly in writing - both shorter responses and longer drafted essays. Teacher should communicate to students throughout the writing process that this is required - perhaps even including academic language on the writing rubric. Students should utilize their annotated texts from Step 1, the class collaborative world wall/etc from Step 2 and their independent word walls/visual thesaurus, graphic organizers or flash cards from Step 3.

**FA** - Teacher will assess student writing for accurate use of this vocabulary.

* Students can accurate use of the acquired and gathered words by designing and drawing comic strips that require students to think critically, create and communicate their vocabulary knowledge. Students can be given vocabulary in Tier 2 or 3 and be asked to demonstrate/illustrate the meaning of the vocabulary through creating comic strips. Make Beliefs Comix is a free digital comic strip maker that students can utilize for technology integration.

**FA** - Teacher will assess student acquisition of vocabulary through determining accurate representation of appropriate depth in their comic strip.

* Students can represent their knowledge and demonstrate accurate use of the acquired and gather vocabulary through non-verbal approaches as well. Students can draw out their vocabulary knowledge through illustrations - on the white board, Smart Board, or through the tool Sketch Odopod (which will record their digital drawings, allowing teachers to achieve quality student work or share a student’s ideas/mastery with others).

**FA** -Teacher will assess student acquisition of vocabulary through determining accurate representation of appropriate depth in their drawings

## Skill Building Instructional Tasks

Describe the instructional tasks that students will engage in to meet the intent of the listed standards. Tasks should:

* address the key shifts in the Common Core GPS
  + reading closely and at increasingly complex levels
  + using text-based evidence
  + increasing academic vocabulary
* Tasks should be in a progressive order in rigor and complexity.
* Include the diagnostic or pre-assessments and formative assessments at the appropriate time.
* Define the type of assessment (diagnostic or formative assessment).
* Describe the role of the teacher and the student.
* Include strategies for differentiation and scaffolding.
* If available, include a sample piece of student work.

## Resources

**Reading Focus: Literary**

**Suggested Reading for Extended Text: Choose One below, or a grade level appropriate text of your choice in which the theme of the unit can be explored.**

Beowulf

Paradise Lost -John Milton (Free Google EBooks: [Version 1](http://books.google.com/books?id=rENAAAAAYAAJ&printsec=frontcover&dq=paradise+lost&hl=en&sa=X&ei=jlbCUarpFsabyQHOhYHgBg&ved=0CC0Q6AEwAA#v=onepage&q=paradise%20lost&f=false), [Version 2,](http://books.google.com/books?id=khOrlAalzpYC&printsec=frontcover&dq=paradise+lost&hl=en&sa=X&ei=jlbCUarpFsabyQHOhYHgBg&ved=0CDQQ6AEwAQ#v=onepage&q=paradise%20lost&f=false) [Version 3](http://books.google.com/books?id=EP4QAAAAIAAJ&printsec=frontcover&dq=paradise+lost&hl=en&sa=X&ei=jlbCUarpFsabyQHOhYHgBg&ved=0CDoQ6AEwAg#v=onepage&q=paradise%20lost&f=false))

Waiting for Godot - Sameul Beckett

The Divine Comedy - Dante ([Volume 1](http://books.google.com/books?id=IgVcAAAAQAAJ&printsec=frontcover&dq=the+divine+comedy,+volume+1&hl=en&sa=X&ei=V1jCUZCYBqrXyAHzxIDYBA&ved=0CDsQ6AEwAA), [Volume 2](http://books.google.com/books?id=MgVcAAAAQAAJ&printsec=frontcover&dq=the+divine+comedy,+volume+2&hl=en&sa=X&ei=YVjCUYanLsHJygG4nYHQAw&ved=0CDkQ6AEwAA#v=onepage&q=the%20divine%20comedy%2C%20volume%202&f=false), [Volume 3](http://books.google.com/books?id=QQVcAAAAQAAJ&printsec=frontcover&dq=the+divine+comedy,+volume+3&hl=en&sa=X&ei=aljCUfKZDI-byAGI-oDACg&ved=0CDkQ6AEwAA#v=onepage&q=the%20divine%20comedy%2C%20volume%203&f=false))

[*The Tragical History of the Life and Death of Doctor Faustus -* Christopher Marlow](http://books.google.com/books?id=xpFK9crvoXoC&printsec=frontcover&dq=The+Tragical+History+of+the+Life+and+Death+of+Doctor+Faustus,+free&hl=en&sa=X&ei=JFnCUZOqDIaBywGf0ICwAQ&ved=0CD8Q6AEwAw#v=onepage&q&f=false)

[The Canterbury Tales - Geoffery Chaucer](http://machias.edu/faculty/necastro/chaucer/ct/)

**Suggested Reading for Shorter Literary Texts: Choose Four or a grade level appropriate text of your choice in which the theme of the unit can be explored.**

[A Modest Proposal - Johnathan Swift](http://www.gutenberg.org/files/1080/1080-h/1080-h.htm)

*The Screwtape Letters - C.S. Lewis*

[The Return of the Soldier - Rebecca West](http://books.google.com/books?id=q2ZbAAAAMAAJ&printsec=frontcover&dq=the+return+of+the+soldier&hl=en&sa=X&ei=JWDCUfbNNcq5yAHnyYHQCA&ved=0CC0Q6AEwAA)

“The Passionate Shepherd to His Love” - Christopher Marlowe

“The Nymph’s Reply to the Passionate Shepherd” - Sir Walter Raleigh

“An Essay on Man” - Alexander Pope

*\*Additionally, any suggestion for the extended text can be utilized as a shorter text by using excerpts.*

**Suggested Reading for Shorter Informational Texts: Choose Three or a grade level appropriate text of your choice in which the theme of the unit can be explored.**

“Elizabeth's Speech to the Troops at Tilbury”

*Holinshed’s Chronicles*

The Venerable Bede’s writings

[Dr. Faustus and Reformation Theology - Christen Poole, from Early Modern English Drama - A Critical Companion](http://people.virginia.edu/~jdk3t/DrFaustusPooleEss.pdf)

[“Of Revenge” from First Essays by Francis Bacon](http://gutenberg.net.au/ebooks03/0300011h.html#part4)

“Revenge is Sour” - George Orwell

[http://](http://gutenberg.net.au/ebooks03/0300011h.html#part31)<http://school.discoveryeducation.com/clipart/clip/titerope.html>[gutenberg.net.au/ebooks03/0300011h.html#part31](http://gutenberg.net.au/ebooks03/0300011h.html#part31)

<http://www.gutenberg.org/files/2428/2428-h/2428-h.htm>

Philip Pullman’s response to Richard Dawkins news interview:

<http://www.philip-pullman.com/assets_cm/files/PDF/fairy_tales_and_evidence.pdf>

Interview with Richard Dawkins on Fairy Tales:

<http://www.channel4.com/news/articles/society/religion/dawkins+warning+over+fairy+stories/2640487>

“Shooting an Elephant” - George Orwell

Tim Lott’s argument: “Our Culture Treats Men and Boys as Second-Class Citizens”

<http://www.guardian.co.uk/lifeandstyle/2013/jun/14/men-boys-second-class-citizens>

“Powers & Principalities: The Devil Is No Joke” by Luke Timothy Johnson

\*(Other readings of appropriate grade level content can be substituted.)

**Visual/Art**

[‘The Tree of the Knowledge of Good and Evil’ by William Blake](http://myriadlives.wordpress.com/2012/07/12/the-tree-of-the-knowledge-of-good-and-evil/)

[High resolution scans of William Caxton's two editions of Chaucer's Canterbury Tales](http://www.google.com/url?q=http%3A%2F%2Fwww.bl.uk%2Ftreasures%2Fcaxton%2Fhomepage.html&sa=D&sntz=1&usg=AFQjCNG7BYfCOfokO6qnF4tbmtVJ-c8i7Q)

[Of Knowledge, Life, Good, and Evil w Commentary](http://www.spectator.co.uk/books/8786871/of-knowledge-life-good-and-evil/)

[Paintings of William Hogarth, “father of satirical caricatures and moral paintings”](http://www.artble.com/artists/william_hogarth)

[Triumph of Good over Evil, 2009, life-size by Chris Gilmour](http://www.chrisgilmour.com)

t[ight rope clip art](http://school.discoveryeducation.com/clipart/clip/titerope.html)

[photo of the bombing of Dresden](http://www.nationalarchives.gov.uk/education/heroesvillains/g1/cs2/g1cs2s3a.htm)

[heroes or villains in history](http://www.nationalarchives.gov.uk/education/heroesvillains/)

**Audio/Video Clips**

[Darkness Visable - comprehensive gallery of illustrations of *Paradise Lost*, and much more. By students at Milton's Cambridge college, Christ's College.](http://darknessvisible.christs.cam.ac.uk/)

[Voices of the Armistice from the British Archives](http://media.nationalarchives.gov.uk/index.php/category/voices/)

*V for Vendetta/ The Watchmen*

**Appendix - (includes graphic organizers and other resources that will be valuable as you build your unit)**

[**http://www.isbe.net/common\_core/pdf/ela-teach-strat-read-text-6-12.pdf**](http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-6-12.pdf) **- strong evidence graphic organizer – ELACC11-12 RI/RL 1**

[**http://www.isbe.net/common\_core/pdf/ela-teach-strat-read-text-6-12.pdf**](http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-6-12.pdf) **- it says, I say, so – graphic organizer - ELACC11-12RI/RL 1**

[**http://www.isbe.net/common\_core/pdf/ela-teach-strat-read-text-6-12.pdf**](http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-6-12.pdf) **- graphic organizer - evidence/purpose – ELACC11-12RI/RL 1**

[**http://www.isbe.net/common\_core/pdf/ela-teach-strat-read-text-6-12.pdf**](http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-6-12.pdf) **- argument graphic organizer – ELACC11-12W1**

[**http://www.greece.k12.ny.us/academics.cfm?subpage=478**](http://www.greece.k12.ny.us/academics.cfm?subpage=478) **– link to MANY graphic organizers for a variety of ELA purposes**

[**http://ccteachers.net/pdf/andySnyder\_argWritingCCrubric.pdf**](http://ccteachers.net/pdf/andySnyder_argWritingCCrubric.pdf) **- argument rubric - ELACC11-12W1**

[**http://www.mybookezz.org/**](http://www.mybookezz.org/) **- excellent resources on just about everything in every grade level; especially good materials on argument for 12th grade – ELACC11-12W1**

[**https://secure.lcisd.org**](https://secure.lcisd.org/) **- excellent powerpoint on Registers of Language –**

**ELACC11-12SL6**

**http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=6&ved=0CEQQFjAF&url=http%3A%2F%2Fmslau.weebly.com%2Fuploads%2F1%2F9%2F6%2F1%2F1961294%2Frhetorical\_analysis\_graphic\_organizer.docx&ei=UR\_DUcPFEoe89QS72oDwAw&usg=AFQjCNEJvnbsa9SaaitntwAEV3zNt\_ECTQ&bvm=bv.48175248,d.eWU – graphic organizer for rhetorical strategies – ELACC11-12SL6**

[**http://www.roe13.k12.il.us/services/KeriKorn/Hnd2011/Henke/VocabularyAcquisition9-12.pdf**](http://www.roe13.k12.il.us/services/KeriKorn/Hnd2011/Henke/VocabularyAcquisition9-12.pdf) **- excellent resource for vocabulary acquisition including steps of learning progression and graphic organizers - ELACC11-12RI1/RL1**

**Unit 1 Sample Lessons:**

Lesson One: This lesson focus builds toward mastery of standards RL1, RI1, RL4, RL1, L6, and SLb6 (focusing on word choice and controlling theme). This is guided by the Learning Progression as it applies to instruction and is based on the selected text *Beowulf*. **However,** **any grade level appropriate literary text could be applied here; the lesson is not text dependent, but standard dependent.** Beowulf, the selected text for this lesson, is an epic poem focused on the theme of good and evil so it supports the summative assessment associated with the lesson.

With this in mind, in part 1 the teacher should guide students toward the controlling idea as stated in step one, asking them to keep in mind the theme of good/evil. For example, the first stanza is very descriptive and emphasizes the cold loneliness of the sea, so students should be guided to evidence that might support the evil of the sea (RL1 step 1).

Then, students can be guided through a reread of the 1st stanza, selecting key words and phrases which support the presence of evil (RL4 step 1).

In part 2, the teacher would release a little more control and guide the students to the contrasting words and phrases in stanza 2 that demonstrate the positive (good) and the negative (evil) of the journey.

In part 3, the students would work independently to find evidence of good and evil, represented by pride, fear, joy, fate, etc.

In parts 4, 5, and 6 of the lesson, the students will use stanzas 6 and 7 to create paragraphs using textual evidence to justify their argument. The focus will be on analysis of what is explicit, inferred, and left uncertain.

This lesson is designed for students who are struggling with these concepts and is intended as a scaffolding unit. If your students are more advanced you could start at part 3. (time frame 90-120 minutes)

part 1: RL4 Step 1, RL1 Step 1 and a reading of the 1st stanza.

part 2: RL4 Step 2,RL1 Step 2 for the second stanza.

part 3: RL4 Step 3 for stanza 3 and RL1 Step 3 for stanza 4.

part 4: RL1 Step 4 for stanza 5.

part 5: RL 4 Step 4 for stanza 6

part 6: RL 4 Step 4 and RL1 Step 4 for stanza 7

**Appendix: Grade 12, Unit 1, Graphic Organizers**

Baltimore County Schools English units: <https://www.bcpss.org/webapps/cmsmain/webui/institution/CURRICULUM/English/?action=frameset&subaction=view&uniq=b905rj>

Argument:

(1) <http://rpdp.net/files/ccss/ELA/ELA_11-12_Curr_Res/Writing%2011-12/Argument/Intro%20to%20Argument.pdf>

(2) <http://rpdp.net/files/ccss/ELA/9-12%20ELA%20Model%20Lessons/>

Illinois State DOE: Common Core Teaching and Learning Strategies, English & Language Arts, Reading Informational Text, Grades 6-12 (Draft May 201[2)](http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-6-12.pdf)

<http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-6-12.pdf>

<http://www.p21.org/storage/documents/P21CommonCoreToolkit.pdf>

<http://www.londonfictions.com/zadie-smith-nw.html> (Article on British author Zadie Smith)

“Within the infant rind of this small flower

Poison hath residence and medicine power.

For this, being smelt, with that part cheers each part;

Being tasted, stays all senses with the heart.

Two such opposèd kings encamp them still,

In man as well as herbs—grace and rude will.

And where the worser is predominant,

Full soon the canker death eats up that plant.

- William Shakespeare

The whole gamut of good and evil is in every human being, certain notes, from stronger original quality or most frequent use, appearing to form the whole character; but they are only the tones most often heard. The whole scale is in every soul, and the notes most seldom heard will on rare occasions make themselves audible.

FANNY KEMBLE, *Further Records,* Feb. 12, 1875